

**THE EFFECT OF USING DIRECTED READING-THINKING  
ACTIVITY (DR-TA) STRATEGY TOWARD STUDENTS'  
READING COMPREHENSION OF NARRATIVE TEXT  
AT THE FIRST YEAR OF SENIOR HIGH SCHOOL  
AL HUDA PEKANBARU**



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PEKANBARU  
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Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Directed Reading-Thinking Activity (DR-TA) Strategy toward Students’ Reading Comprehension of Narrative Text at the First Year of Senior High School Al Huda Pekanbaru*”, is written by Ilham Akbar Yarmi, NIM. 10714000732. It is accepted and approved to be examined in the meeting of final examination committee of bachelor degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabiul Awal 15, 1433 H  
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## ABSTRAK

**Ilham Akbar Yarmi (2012): “Pengaruh dari Penggunaan Strategi Directed Reading-Thinking Activity (DR-TA) terhadap Pemahaman Membaca Teks Naratif Siswa pada Kelas Satu Sekolah Menengah Atas Al Huda Pekanbaru.”**

Tujuan penelitian ini adalah untuk mencari apakah ada pengaruh yang signifikan dari penggunaan strategi Directed Reading-Thinking Activity (DR-TA) terhadap pemahaman membaca teks naratif siswa. Penelitian ini adalah penelitian quasi-experimental yang secara khususnya adalah desain nonrandomized control group, pretest-posttest. Berdasarkan studi pendahuluan, penulis menemukan bahwa pemahaman membaca teks naratif siswa rendah. Sehingga penulis tertarik untuk mencoba mengatasi masalah pemahaman membaca teks naratif siswa dengan menerapkan strategi Directed Reading-Thinking Activity (DR-TA) sebagai strategi pengajaran. Pada penelitian ini penulis menggunakan dua kelas yang digunakan sebagai kelompok eksperimen dan kelompok kontrol.

Penulis menggunakan tes sebagai teknik pengumpulan data. Tes digunakan untuk mengukur kemampuan siswa dalam memahami teks naratif. Penulis menggunakan nilai pasca tes kelompok eksperimen dan kelompok kontrol untuk dianalisa menggunakan analisis regresi linear sederhana. Analisis regresi linear sederhana tersebut dihitung dengan menggunakan SPSS 16. Keluaran ANOVA dari analisis regresi linear sederhana tersebut kemudian digunakan untuk menjawab hipotesis penelitian ini.

Setelah dianalisa dengan analisis regresi linear sederhana, nilai  $p$ -value (Sig.) dari ANOVA adalah 0.000. Nilai level alpha ( ) adalah 0.05. Nilai  $p$ -value (Sig.) lebih kecil dari nilai level alpha ( ) ( $0.000 < 0.05$ ). Dari hasil perhitungan tersebut,  $H_a$  diterima sedangkan  $H_o$  ditolak. Sehingga dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi Directed Reading-Thinking Activity (DR-TA) terhadap pemahaman membaca teks naratif siswa pada kelas satu Sekolah Menengah Atas Al Huda Pekanbaru. Koefisien determinasi yang didapat yaitu 0.340. Sehingga dapat disimpulkan bahwa strategi Directed Reading-Thinking Activity (DR-TA) memberikan pengaruh terhadap peningkatan kemampuan membaca teks naratif siswa sebesar 34%. Dan peningkatan pemahaman membaca teks naratif siswa sebesar 66% dipengaruhi oleh faktor dari luar.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Problem**

Reading is an important language skill where the personal language development will rely on it heavily. Therefore, reading is also the key component to the others language skill. Through reading, the reader basically learns language because reading is a basic foundation to learn the others language skills such as writing, speaking and listening. Reading is the key point to language proficiency. Learning reading means the reader learn the others language skills incidentally. Learning reading should create a comprehension and understanding to the printed text.

The core goal of reading is comprehension of the text we read. Reading without understanding seems useless. Catching the meaning for the chain of words, sentences, paragraphs which create a passage is the purpose of reading. The obtained meaning enables reader to learn what the author says. Reader's comprehension enables him/her to interpret what is the message that the author says. The new information from the text both explicitly or implicitly facilitates the reader to learn about the content and compare it with his/her background knowledge to create meaning.

Reading activities always exist in learning context. Learning with reading is undeniable. Especially in learning English, reading absolutely exists. This shows us that the role of teacher enables students to read effectively. Teaching reading must yield a good comprehension for the students. Good teaching enables

students to learn to read which has a purpose of understanding the text and read to learn. Teacher plays a vital role to create students who have good ability to comprehend particular texts in teaching English. Teacher should find a way to facilitate students to comprehend and understand the text. The way can be method, technique or strategy in teaching English for four language basic skills. Enhancing students' language ability, surely, becomes on top priority for English teacher.

According to school based curriculum (KTSP), minimally, every school should decide the minimum completeness criterion (KKM) is 60% for each learning indicator in English subject and also for learning minimum completeness standard (SKBM) for English<sup>1</sup>. English teacher faces a big responsibility to reach those targets. The teacher should creatively find the way to face these challenges. Teaching English is very challenging following those rules for English teacher.

Generally, for the first year students in level of senior high school, teachers have a key task to teach some kinds of text genre such as recount, narratives, procedure, descriptive and news item. Those text genres contain their own characteristics which are expected to students to understand and comprehend. Here, English teacher also plays an important position to enable students to understand those text genres.

Narrative text that commonly found has high frequencies to be taught in English subject. We can see from the text book which serves the topics for narrative text. Majority of book chapters in the student's textbook always contain

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<sup>1</sup>Henny Riandary, *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA dan MA*, (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2007), p. 19.

stories or narrative text. Based on syllabus, teacher who teaches narrative text has to enable students to indentify and comprehend main idea, characters, series of events, rhetorical pattern and meaning of words from the text<sup>2</sup>. Those are the scope of reading comprehension which is expected to the students to own by them based on school based curriculum (KTSP).

SMA Al Huda Pekanbaru is a school which conducts an English teaching. According to preliminary observation and interview to English teacher there, the writer identifies several problems related to the achievement of English language teaching. The problems are as follow:

1. Most of the students find it difficult to identify the main idea of the text.
2. Most of the students do not recognize the story elements of the text.
3. The students cannot catch the explicit information from the text.
4. Most of the students do not recognize the generic structure of the text.
5. The students are not able to make inference of the text.
6. The students are not able to make recall and recognition of the text.

Those problems make the writer comes in conclusion that their reading comprehension is problematic. The new way should be found to solve this problem. The writer found effective-looking teaching strategy which is called DR-TA strategy. This strategy focuses on teaching reading of narrative text. Based on phenomena, the writer is interested in carrying on the research entitled **“The Effect of Using Directed Reading-Thinking Activity (DR-TA) Strategy**

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<sup>2</sup>Sumita, *Perangkat Pembelajaran Bahasa Inggris Kelas X SMA Al Huda Pekanbaru*, (Pekanbaru: SMA Al Huda, 2009), p. 6.

## **toward Students' Reading Comprehension of Narrative Text at the First Year of Senior High School Al Huda Pekanbaru''.**

### **B. The Definition of Term**

#### **1. Directed Reading-Thinking Activity (DR-TA) strategy**

DR-TA strategy is a building knowledge strategy in which the silent reading of the students is guided by a graphic organizer that asks students to predict, defend their prediction and verify them as they proceed through the text<sup>3</sup>.

#### **2. Effect**

Effect refers to a result or a change produced by an action or other cause<sup>4</sup>.

In this research, effect is defined as the result of teaching by using DR-TA strategy toward students' reading comprehension of narrative text.

#### **3. Narrative Text**

Narrative texts refer to stories or set of events and experiences which written to entertain or provide a literary experience<sup>5</sup>.

#### **4. Reading**

Reading is defined as perceiving a written text in order to understand its contents<sup>6</sup>.

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<sup>3</sup>Alan Crawford, *et. al.*, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: The International Debate Education Association, 2005), p. 236.

<sup>4</sup>A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2000), p. 369.

<sup>5</sup>Michelle J. Kelley & Nicky Clausen-Grace, *Comprehension Shouldn't be Silent: From Strategy Instruction to Student Independence* (Ebook Online Version), Retrieved on March 13, 2011 from <http://books.google.co.id/books>, p. 34.

<sup>6</sup>Jack C. Richards, *et. al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, Ltd., 1992), p. 306.



## 5. Reading Comprehension

Reading comprehension is the result of perceiving a written text in order to understand its content<sup>7</sup>. Here the writer narrows the definition of reading comprehension that is the students' ability to understand a written text with genre narrative. Students' reading comprehension will be measured using some questions which developed by using some indicators.

### C. The Problem

#### 1. The Identification of the Problem

The problems of this research are identified as follow:

- a. Why do most of the students find it difficult to identify the main idea of the text?
- b. Why do most of the students not recognize story elements of the text?
- c. Why are most of the students not able to catch the information explicitly from the text?
- d. Why do most of the students not recognize generic structure of the text?
- e. Why are the students not able to make inference of the text?
- f. Why are most of the students not able to make recall and recognition of the text?
- g. Is there any significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text?

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<sup>7</sup>*Ibid.*, p. 306.

## 2. The Limitation of the Problem

Based on the identification of the problems above, the writer limits the problem on the effect of Directed Reading-Thinking Activity (DR-TA) strategy and students' reading comprehension of narrative text. The writer wants to know if there is any significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text. The experiment will be conducted to know the effect of this strategy followed by some tests to measure the change of their ability to comprehend narrative text.

## 3. The Formulation of the Problem

Based on the limitation of problem explained above, the problems will be formulated as follow:

- a. Is the students' reading comprehension of narrative text taught by using Directed Reading-Thinking Activity (DR-TA) strategy better than students' reading comprehension of narrative text taught without using Directed Reading-Thinking Activity (DR-TA) strategy at the first year of Senior High School Al Huda Pekanbaru?
- b. Is there any significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text at the first year of Senior High School Al Huda Pekanbaru?

## **D. The Objective and Significance of the Research**

### **1. The Objective of the Research**

- a. To know whether the students' reading comprehension of narrative text taught by using Directed Reading-Thinking Activity (DR-TA) strategy is better than students' reading comprehension of narrative text taught without using Directed Reading-Thinking Activity (DR-TA) strategy at the first year of Senior High School Al Huda Pekanbaru?
- b. To know whether there is a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text at the first year of senior high school Al Huda Pekanbaru.

### **2. The Significance of the Research**

- a. This research finding is expected to support the existence of theories of teaching English as a second and foreign language.
- b. This research finding is expected to give a valuable contribution to the teacher as the proper alternative strategy in conducting a teaching. Besides, this is also expectively useful to enhance the students' ability in learning English.
- c. This research finding is excessively expected to provide the worth information for those who are concerned to the process of English Language Teaching and English Language Learning.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is about understanding written text. It is a complex activity that involves both perceptions and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written text<sup>1</sup>. Reading is what happens when people look at a text and assign meaning to the written symbols in that text<sup>2</sup>.

Reading is an interactive process. Reading is the interaction between the reader and the writer. The text provides information that the author wants the readers understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she or he actively constructs the meaning of the text by comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by the reader<sup>3</sup>.

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<sup>1</sup>Elizabeth S. Pang, *et. al.*, *Teaching Reading* (Ebook), (Geneva: International Bureau Education, 2003), Retrieved on March 15, 2011 from <http://www.curtin.edu.au/curtin/dept>. p. 6.

<sup>2</sup>Jo Ann Aebersold & Mary Lee Field, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, (New York: Cambridge University Press, 1997), p. 15.

<sup>3</sup>William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 15.

Reading can occur with different processes. Process of reading can occur in different ways. There are three main models of how reading occurs<sup>4</sup>:

1. Bottom-up theory

Reader constructs the text from the smallest units (letter to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process.

2. Top-down theory

The readers bring a great deal of knowledge, expectation, assumption, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top-down theory argues that reader fits the text into knowledge (cultural, syntactic, linguistic and historical) they already possess, and then check back what new or unexpected information appears.

3. The interactive school of theorist/interactive model

This theorist argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about reading. Most experts accept some version of the interactive model as the best description of the reading process.

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<sup>4</sup>*Ibid.*, pp. 18-19.

Every reader has different ways to read a piece of text. The differences depend on the time available and also the purpose of reading itself by the reader. Here are the main ways how we read<sup>5</sup>:

### 1. Skimming

Skimming refers to quickly running one's eyes over a text to get the gist of it. Skimming is reading where the reader wants to get what the author says with the short time.

### 2. Scanning

This refers to quickly going through a text to find a particular piece of information. The reader purposes just to find certain information from the text.

### 3. Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

### 4. Intensive reading

Intensive reading is reading shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Reader has some roles in reading a text. The way readers interact and what they do along the reading activity shows some roles of reader. The roles also have an absolute impact toward the purpose of reading itself. Freebody stated four roles of the effective readers<sup>6</sup>:

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<sup>5</sup>Francoise Grellet, *Developing Reading Skill*, (Cambridge: Cambridge University Press, 2006), p. 4.

<sup>6</sup>Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p. 10.

1. Code breaker

This role refers to the reader's ability to translate the code or symbol into sound. The reader use knowledge of phonics, context cues, grammar and text structure.

2. Text Participant

Readers make meaning, relating information to prior knowledge and experience.

3. Text user

Readers apply reading skill for authentic purposes.

4. Text analyst

Readers understand text structure, functions and purpose.

Good readers utilize the following strategy when encountering a difficult text. First of all, they read the text slowly, pausing to consider what they have read, they then reread the text, looking from one part of the text to other parts in order to make connections between these different parts and to make mental summary of what they have read<sup>7</sup>. This is the most common way which is done by the reader to understand and catch the information for complicated text.

Teacher plays an important position in learning process and its result to the students as the reader. Successful in teaching reading which results a deep comprehension to the students depends on the teacher him/herself. How he/she understands some principles toward teaching reading will influence the teaching

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<sup>7</sup>David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (London: Prentice Hall International, Ltd., 1991), pp. 71-72.

process and its result. Harmer stated that there are some principles that teacher needs to know behind the teaching of reading. The principles are<sup>8</sup>:

1. Reading is not a passive skill

Reading is a multiple works activity. To do it successfully, reader should understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. Teacher has to consider these.

2. Students need to be engaged with what they are reading

Engaging students to read will be important job for English teacher. The students who are engaged are usually interested in reading a text. How the teacher can stimulate and motivate the students in reading to determine the success in teaching reading.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Reading text is not only noticing the language use of the text. It is better to challenge students to understand the meaning and message of the text.

4. Prediction is a major factor in reading

Before reading, reader usually has an idea about what will be coming from the text. Student is also a reader. Teacher should give students hint so that they can predict what is coming too. It will make them better and more engaged.

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<sup>8</sup>Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Essex: Addison-Wesley Longman, Ltd., 1998), pp. 70-71.



5. Match the task to the topic

Teacher uses the interesting and appropriate questions, engaging and useful puzzles, etc. The common text can be very interesting with imaginative and challenging task.

6. Good teacher exploit reading text to the full

Teacher integrates reading text into interesting class sequences, using topic for discussion and further task, using the language for study and activation. Teacher knows what to do after letting students read the text with the meaningful activity.

Teaching itself has some particular purposes. The purposes are the main goals of teaching specific subject. In the classroom context, the purposes of teaching reading are to help students<sup>9</sup>:

1. Gain information from text

Text contains worth information. Students can learn what the author says from the text. The information obtained can also be useful for students to do the task.

2. Improve communication

Reading is a part of communication. Reading is the communication between the reader and the text. This is an appropriate reason why reading is called as the social and interactive activity. Through reading, students can improve the way they use the language and how to communicate to other in real world.

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<sup>9</sup>Jocelyn L. Paris & Judy L. Paris, *Praxis II: Elementary Education (0011, 0012, 0014)*, (New Jersey: Wiley Publishing, Inc., 2009). p. 65.

### 3. Increase pleasure

Reading a text is also a pleasing activity. We will always find the text with sense of humor, fun and amusing content. Those will entertain the students.

## 2. The Nature of Text

A text is created when words are put together in a particular way to communicate a meaning. Texts are created for the purpose of conveying a message. Text can be written, spoken or multimedia. Text types represent the most common ways in which people organize language in order to get their message across and to achieve a particular purpose. Writers and speakers use more or less similar structures in their text to help their readers or listeners understand the text better<sup>10</sup>. Text is a verbal record of a communication event<sup>11</sup>.

A text itself has some purposes. Richards defined that text is a segment of spoken and written that has the following characteristics<sup>12</sup>:

1. It is normally made up of several sentences that together create a structure or unit such as a letter, a report or an essay.
2. It has distinctive structural and discourse characteristic.
3. It has a particular communicative function or purpose.
4. It can often only be fully understood in relation to the context in which it occurs.

According to school based curriculum, the students in senior high school level should be literate with the particular text genre. There are some text genres

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<sup>10</sup>Desmal Darjis, *et. al.*, *English 1 SMA/MA*, (Jakarta: PT. Bumi Aksara), p. 179.

<sup>11</sup>Gillian Brown & George Yule, *Discourse Analysis*, (Cambridge: Cambridge University Press, 1983), p. 190.

<sup>12</sup>Jack C. Richards, *et. al.*, *op. cit*, p. 549.

such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking<sup>13</sup>.

### 3. The Nature of Reading Comprehension of Narrative Text

Narrative texts refer to story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs<sup>14</sup>. This text commonly describes animal, human or human's fantasy creature experiences. Commonly, we can learn the moral message after reading the narrative text. Narratives can be divided into two<sup>15</sup>:

#### 1. Traditional fiction

Traditional fiction including:

##### a. Folktales

Folktales are a story that has been passed down orally from one generation to another. The characters usually have good or bad character and by the end of story they are rewarded or punished.

##### b. Fairy tales

This is kind of traditional tales that tell of magic and talking animal, and of elves, spirits and other little people. Fairies always come as the character.

##### c. Parables

A short story used to explain a belief, a moral or spiritual lesson.

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<sup>13</sup>Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SMA/MA*, (Jakarta: BSNP, 2006), p. 124.

<sup>14</sup>John Barwick, *Targetting Text: Upper Level* (Ebook), (Singapore: Blake Education, 2006), Retrieved on April 6, 2011 from <http://www.avaxhome.ws>, p. 4.

<sup>15</sup>*Ibid.*, p. 4.

d. Fables

Fable is a story which often contains animals as the characters. This story usually has animals that speak and act like human beings. This text teaches a moral or lesson to the reader.

e. Moral tales

Moral tales is a story which teaches the reader the good habit. This genre convinces the reader to become mannerly human.

f. Myths

An ancient story created to explain the mysteries some natural force of nature, religious belief or social phenomenon. The god and goddess have supernatural power but human characters often do not.

g. Legend

This can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.

2. Modern Fiction

Modern fiction can be classified into the following:

a. Modern fantasy

The story is set in an imaginary world involving magic or adventure. Characters often have supernatural power. This story containing elements that are not based in the world as it exists.

b. Contemporary realistic fiction

This looks like a realistic story but is not. This is human's imagination story. The events in this genre are perfectly similar to the contemporary daily life

of human. This story portrays characters and settings that could exist in real life. This is a story using made-up characters that take place in modern time.

Narrative text consists of certain structure. Text structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Here are the text structures of narrative text<sup>16</sup>:

#### 1. Orientation

This sets the scene, creating a visual picture of setting, atmosphere and time of story. Characters and some minor characters are introduced with some details about their personalities, attitudes and appearance. The clues are set in place for the coming complication.

#### 2. Complication

This revolves around conflicts or problems that affect the setting, time or characters. The hero is prevented from reaching his or her goal. A problem or a series of problem interrupt or complicate the lives of characters.

#### 3. Series of Event

The story continues through a series of expected and unexpected events. The events create the contents of the story. The events can change becoming sad, humor, joy and many more emotional conditions. The events can change suddenly with contrast emotional condition.

#### 4. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problems.

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<sup>16</sup>*Ibid.*, pp. 4-6.

## 5. Reorientation/Coda (Optional)

Some narratives have a coda or re-orientation that returns the reader to the present and sums up the events. This structure is optional and can exist in the story or vice versa. This is ordinarily found in fable.

Narrative text contains some particular story elements. Story element is the certain components that must be present in order to make a piece of writing a story. The story elements generally consist of below<sup>17</sup>:

### 1. Pace

How the details are placed and how transitions are made within the story. This is commonly found in story which has some episodes.

### 2. Tone

Tone is the attitude or feeling that a piece of literature conveys through the characters, word choice and writing style. For example: humorous, sad, serious, satiric and so on.

### 3. Point of view

Point of view refers to who tell the story or what angle the story is being told. The commonly found in the story is first person (narrator participates inside the story) or third person (narrator does not take part in the story).

### 4. Characters

Characters are the objects which participate in the story. It can be people, animal or human creation object.

### 5. Setting, the location of events and the time that story take places.

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<sup>17</sup>Jocelyn L. Paris & Judy L. Paris, *op. cit.*, pp. 40-41.

6. Theme, a view of life and how people conduct themselves in the story.
7. Plot, the sequence events in story. Commonly found are flashback, forward or combination of both.

Narrative text also has a certain language features. Language features refer to the language characteristic and grammatical aspect in a spoken and written text. In this text, past tense is commonly found. Noun groups create a detailed, accurate and atmospheric description. Adjectives give the characters, whether human, animal or things, an identifying appearance, mannerism or personality. Adverbs and adverbial phrase indicate where, when and how the particular events or incidents take place. Descriptive language creates word pictures or images. Verbs are action verb telling the reader what was said, felt or thought<sup>18</sup>.

Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text<sup>19</sup>. Reading comprehension is also defined as the reader's ability to understand the written text. The scope of reader's understanding is not only able to catch the meaning of every single word but also all aspects which are related to the text itself.

Current views about reading comprehension are as follow<sup>20</sup>:

1. An active, constructive process before, during and after reading.
2. An interaction between the reader and the text.
3. The dynamic, interactive process of constructing meaning.

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<sup>18</sup>John Barwick, *op. cit.*, p. 6.

<sup>19</sup>Peter Westwood, *op. cit.*, p. 31.

<sup>20</sup>Rebecca D. Alcantara, *et. al.*, *Teaching Strategies 1*, (3rd ed.; Makati City: Katha Publishing Co. Inc., 2003), p. 80.

4. Means combining the reader's background experience or prior knowledge with the new text information within the context of the reading situation.

There are certain elements which participate in reading comprehension. Reading comprehension entails 3 elements<sup>21</sup>:

1. The reader who is doing the comprehending.
2. The text that is to be comprehended.
3. The activity in which comprehension is a part.

Haven maintained that learning story structure improves comprehension for all types of narrative text<sup>22</sup>. Besides, A Study from Baumann and Bergeron proved that teaching students to attend to story structure elements (i.e., characters, setting, problem, events, and resolution) increased student comprehension of both independently read the stories and the stories that were read aloud by teachers<sup>23</sup>. Both story structure and story elements are particular components to comprehend narrative text.

Teacher has an important role to create the students who have a good comprehension of the text. Teacher can prompt and guide students to apply some comprehension strategies. Teacher also has to model how to apply those comprehension strategies. Teaching methods, techniques and strategies also have a particular impact to students to learn reading with goal of deep comprehension and understanding.

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<sup>21</sup>C. E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Ebook), (CA: RAND/Science and Technology Policy Institute, 2002), Retrieved on March 30, 2011 from: <http://www.rand.org>, pp. 11-17.

<sup>22</sup>Kendall Haven, *Story Proof: The Science behind the Startling Power of Story*, (Westport: Libraries Unlimited, 2007), p. 90.

<sup>23</sup>Kathy Ganske & Douglas Fisher, *Comprehension across the Curriculum: Perspective and Practices K-12*, (New York: The Guilford Press, 2010), p. 29.



In this research, reading comprehension of narrative text is defined as the reader's ability to comprehend a text with genre narrative. The comprehension of narrative text depends on the aspects depicted above. The indicators from syllabus in teaching reading narrative text will be used as the indicator to measure the students' ability to comprehend narrative text.

#### **4. Students' Reading Comprehension of Narrative Text**

Student him/herself is the reader. The reader actively interacts with the text. Thus, the student as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts that is taught in majority classroom context. Therefore, students must interact with this text genre.

There are many kinds of text including narrative. Narrative text differs to the others text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of text structure and story elements. That is why in learning objective of teaching narrative text will include the students ability to understand text structure and story elements of narrative text. In the syllabus's perspective, the following indicators are expected to the students to master in reading narrative text that students are able to<sup>24</sup>:

- a. The students are able to identify main idea of the text.

Main idea is what the writer wants to say about the subject. Main ideas are often stated in topic sentence. A sentence that expresses the main idea of a

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<sup>24</sup>Sumita, *op. cit.*, p. 7.

paragraph is called a topic sentence<sup>25</sup>. Main idea can be found in a paragraph or in a whole passage.

- b. The students are able to identify the sequence of events of the text.

A story especially narrative text is build based on several moments or events. The events usually occur in orientation, complication, series of events and resolutions.

- c. The Students are able to identify the characters from the text.

Characters in a story refer to the objects that play in a story. Characters can be like a talking animal, human or human's imaginary creature.

- d. The students are able to identify communicative purpose of the text.

A piece of writing has certain goal to be told to the reader. The purposes are what the author may convey to the reader. Narrative text is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and esthetical feeling toward the reader.

- e. The students are able to identify generic structure of the text.

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized<sup>26</sup>. The particular text has its own generic structure. Narrative text consists of orientation, complication, series of events, resolutions and coda.

Students in teaching reading narrative text play a role as the active readers.

Active readers apply some reading comprehension strategies to comprehend the

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<sup>25</sup>Language Learning Express, *8th Grade Reading Comprehension and Writing Skill*, (New York: Learning Express, LLC., 2009), pp. 26-30.

<sup>26</sup>Kristin Lens, *et. al.*, *Teaching Reading to English Language Learners: Insight from Linguistic*, (New York: The Guildford Press, 2010), p. 179.

text including narrative text. Brown maintained some principal strategies for reading comprehension as follows<sup>27</sup>:

1. Identify the purpose in reading a text
2. Apply spelling rules and conventions for bottom up decoding
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning
4. Guess at meaning (of words, idiom, etc) when the reader is not certain
5. Skim the text for the gist and for main ideas
6. Scan the text for specific information (names, dates, key words)
7. Use silent reading techniques for rapid processing
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retain the information
9. Distinguish between literal and implied meaning
10. Capitalize on discourse markers to process relationship

Anderson et al. in Nunan argued that to achieve the desired results, students need to learn how to use a range of reading strategies that match to their purpose for reading. Teaching them how to do this should be a prime consideration in the reading classroom<sup>28</sup>. The only purpose of reading is absolutely comprehension. Carrying out the same ideas, Hasibuan and Ansyari maintained that reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to

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<sup>27</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Ltd., 2003), pp. 188-189.

<sup>28</sup>David Nunan, *Practical English Language Teaching*, (Avenue of America, New York: McGraw-Hill Companies, Inc., 2003), p. 76.

apply them to accomplish the reading purpose<sup>29</sup>. Enabling Students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of narrative text is one of them.

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students become easily to comprehend narrative text. This was not impossible to the literary or narrative text. Therefore, reaching the learning indicators in syllabus of teaching narrative text will become easily if the teacher teach the students to apply the reading comprehension strategies.

## **5. The Factors Influencing Reading Comprehension of Narrative Text**

To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page<sup>30</sup>. Efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting<sup>31</sup>.

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<sup>29</sup>Kalayo Hasibuan & Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115.

<sup>30</sup>Peter Westwood, *loc. cit.*

<sup>31</sup>*Ibid.*, p. 31.

Successful in comprehending a text can be caused by inside or outside factors of the reader. Factors that affect reader's comprehension fall into the following factors<sup>32</sup>:

1. Inside the reader

This point consist of background content knowledge (Content and vocabulary), text knowledge (concepts about print, text structures and surface features), metacognitive strategy knowledge (before reading, during reading and after reading) and affective (motivation, interest, skill and will).

2. Inside the text

This refers to linguistic complexity (syntax and semantic) and text structures which are commonly included in text readability.

The failure of reading comprehension can be caused by several factors. Peter Westwood argued that there are some factors which cause the comprehension problems. The factors are<sup>33</sup>:

1. Limited vocabulary knowledge
2. Lack of fluency
3. Lack of familiarity with the subject matter
4. Difficulty level of the text (Readability)
5. Inadequate use of effective reading strategies
6. Weak verbal reasoning/the ability to connect between the new information from the text and reader's existing knowledge

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<sup>32</sup>Rachel L. McCormack & Susan Lee Pasquarelli, *Teaching Reading: Strategies & Resources for Grades K-6* (Ebook Online Version), (New York: The Guildford Press, 2010), Retrieved on April 6, 2011 from <http://books.google.co.id/books>, pp. 110-114.

<sup>33</sup>Peter Westwood, *op. cit.*, pp. 33-37.

7. Problems with processing information/limited working memory
8. Problems in recalling information after reading

Successful in reading comprehension is depending on how the readers apply some strategies to comprehend the text. Good reading comprehenders use the following number of strategies toward text including<sup>34</sup>:

1. Activating prior knowledge
2. Monitoring comprehension
3. Generating questions
4. Answering questions
5. Drawing inferences
6. Creating mental imagery
7. Identifying the text structure the writer has used
8. Creating summaries

## **6. The Nature of Directed Reading-Thinking Activity (DR-TA) Strategy**

Directed Reading-Thinking Activity (DR-TA) strategy is a teaching strategy which is developed by R. G. Stauffer in 1969. DR-TA strategy is a building knowledge strategy in which the silent reading of students is guided by the teacher that asks students to predict, defend their predictions and then verify them as they proceed through the text. DR-TA Strategy can be implemented by using graphic organizer or creating a chart on the white board to list students'

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<sup>34</sup>Susan Dymock, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness", The Reading Teacher Journal, Vol. 61/22, 2007, doi: 10.1598/RT.61.2.6. p. 161.

prediction. The purpose of this teacher guided-reading of the text is to help students think actively and become personally engaged in the reading<sup>35</sup>.

DR-TA is a whole class instructional strategy designed to give students experience in previewing text before reading, predicting what an author may say, reading the narrative text to confirm or revise the prediction and elaborating upon responses<sup>36</sup>. This is one of the strongest ways the teacher can help students to learn what it means to become actively engaged in the piece of literature they are reading.

Through DR-TA strategy, students are able to use a prediction comprehension strategy. This comprehension strategy is supported by teacher's guidance by using the question to predict what the content of story itself. There are three basic components of the DR-TA cycle. First, the teacher asks students to make predictions about what they think is coming next in the story. Then, students prove or disprove their predictions, noting information and evidence in the text. Finally, at the designed stopping point, students discuss their predictions and formulate new predictions to lead them into the reading of next section of the text<sup>37</sup>.

DR-TA strategy engages students in active reading and thinking and places the teacher in role of facilitator. Through this strategy, teacher proposes some comprehension questions<sup>38</sup>. The question should encourage students to

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<sup>35</sup>Camile Blachowicz & Donna Ogle, *Reading Comprehension: Strategies for Independent Learners*, (2nd ed.; New York: The Guildford Press, 2008), p. 138.

<sup>36</sup>Peter Westwood, *op. cit.*, p. 45.

<sup>37</sup>Camile Blachwoicz & Donna Ogle, *op. cit.*, pp. 140-141.

<sup>38</sup>Barbara J. Guzzetti, *Literacy in America: An Encyclopedia of History, Theory, and Practice*, (California: ABC-CLIO, Inc., 2002), p. 134.

predict what the upcoming reading will be about, what will happen, or what will be learned from the story. DR-TA is designed to support students' reading comprehension by guiding them to the key point in the text and providing opportunities to discuss its meaning with their classmates. This is a popular method for engaging students in reading narrative text for understanding<sup>39</sup>. In this strategy, teacher encourages students to predict what they know about the story. The predictions will stimulate the students to activate their background knowledge.

### **7. Using Directed Reading-Thinking Activity (DR-TA) Strategy toward Reading Comprehension of Narrative Text**

DR-TA strategy has certain procedure in its implementation toward teaching reading a story or narrative text. The complete procedures in teaching reading narrative text by using DR-TA strategy will come as follows<sup>40</sup>:

1. Firstly, teacher previews the text and determines the length of the sections that will be read before each stopping point for discussion.
2. Teacher marks stopping points for the text or divides the text becomes some sections.
3. Teacher asks students to predict the story through its title, author and picture that following the text.
4. Teacher lists and summarizes students' prediction by using DR-TA chart. This is necessary to prove and disprove students' predictions.
5. Let the students to read silently the text.

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<sup>39</sup>Alan Crawford, *et. al., op. cit.*, pp. 42-44.

<sup>40</sup>Camille Blachowicz & Donna Ogle, *op. cit.*, pp. 139-144.



6. Discuss the prediction after reaching the first stopping point. Let students to prove or disprove their predictions.
7. Continue the cycle until reaching the last stopping point. Keep students to predict and prove or disprove their predictions.

Initially, through this strategy, teacher can propose some questions which are related to the story to students to predict. The following are the basic questions to elicit students' prediction about the story. Teacher can ask some questions as follows<sup>41</sup>:

1. What do you think will happen?
2. How are your predictions about the story?
3. What is the story probably about?
4. What is this likely to be about?
5. How would the character be feeling?

Subsequently, in proving students' prediction, teacher can use the following basic questions:

1. What did happen in the story?
2. How can you prove your predictions?
3. How were your predictions?
4. Can you support what you thought from the story?

DR-TA strategy will affect the improvement of comprehension toward narrative text. Teacher's guidance by using questions for students to predict will enhance students' comprehension. As well known, prediction is one of effective

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<sup>41</sup>*Ibid.*, pp. 138-144.

reading comprehension strategies. In DR-TA strategy, students' prediction is lead by the teacher. The context of making prediction as the comprehension strategies is general. Prediction toward all aspects of the text is acceptable. Teacher can also ask students to make predictions related to the text structure and story elements of narrative text as well.

## **B. The Relevant Research**

The relevant research is presented to give the empirical support of this research. Empirical support means that the variables in this research are not something new and invented. Here are two relevant researches:

1. The research that was conducted by Tina Almanza was entitled *the effects of D.R.T.A. and cooperative learning strategies on reading comprehension*. She conducted comparative research. Her study examined a comparison of the effectiveness cooperative learning strategy with Directed Reading Thinking Activity strategy. It is legible from her research that DRTA strategy was effective in improving students reading comprehension. The proof was the mean score of experimental group before using DRTA Strategy was 71.06 and after using DRTA strategy was 78.36. Her research is relevant to writer's research because she also conducted research about DR-TA strategy. Nevertheless, here the writer focuses on students' ability to comprehend narrative text.
2. The research that was conducted by Luluk Lailatul Hikmah was entitled *improving the eleventh grade students' reading comprehension achievement by using Directed Reading-Thinking Activity (DR-TA) strategy at MAN 2*

*Situbondo in the 2007/2008 academic year.* She conducted a classroom action research with cycle models. Her research proved that this strategy was useful to improve students' reading comprehension. It was shown from difference mean in pre-test is 40.67 and post-test (first cycle) is 67.2 and 71.2 in the second cycle. Here this research is relevant to writer research because she also conducted a research about similar strategy. Meanwhile, the difference is located in Y variable. The writer specifies the research about students' reading comprehension of narrative text.

### **C. The Operational Concept**

Operational concept is the concept used to give an explanation about theoretical framework and elaborated in order to avoid misunderstanding in this research. It should be interpreted into particular words in order to be easy to measure.

Therefore, the operational concept of this research can be stated in these following indicators:

#### **1. X variable**

##### **a. Experimental Group**

Experimental group was taught by using DR-TA strategy. The following was some steps for implementing DR-TA strategy:

- a. Teacher previews the text.
- b. Teacher marks stopping point for the text or divides the text becomes some sections.

- c. Teacher proposes some questions which lead students to predict about the upcoming information from the text.
- d. Teacher lists and summarizes students' prediction by using DR-TA chart.
- e. Let the students to read the text silently until reaching the first stopping point.
- f. Teacher discusses about students' prediction. Let the students to prove or disprove their prediction.
- g. Teacher continues the processes above until reaching the last stopping point of the text.

#### **b. Control Group**

Control Group was taught by using conventional strategy. The steps were as follows:

- a. Teacher mentions the title of the text.
- b. Teacher shows and explains some pictures related to the text.
- c. Teacher reads the text loudly with correct fluency and pronunciation.
- d. Teacher asks one or more students to read the text loudly while the others students listen to the reader. Then, teacher checks students' reading fluency and pronunciation.
- e. Teacher asks some questions related to the text to the students.
- f. Teacher asks students to make summary about the text they have read.
- g. Teacher check students' answer and summary.

## 2. Y variable

Students' reading comprehension of narrative text was measured by using the following indicators:

- a. The students are able to identify main idea of the text.
- b. The students are able to identify the sequence of events of the text.
- c. The Students are able to identify the characters from the text.
- d. The students are able to identify communicative purpose of the text.
- e. The students are able to identify generic structure of the text.

## D. The Assumption and Hypotheses

### 1. Assumption

The writer assumes that using this strategy in teaching reading will improve students' reading comprehension of narrative text.

### 2. Hypotheses

$H_a$  : There is a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text.

$H_o$  : There is no significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text.

## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

The design of this research was quasi-experimental research. Specifically, this research was nonrandomized control group with pretest and posttest design. Quasi-experimental research is a type of experimental research design. Creswell defined that experimental research designs are procedures in quantitative research in which the investigators determine whether an activity or materials make a difference in result for participation<sup>1</sup>. In the context of education, the teaching methods and strategies are always researched through experimental research design to know the impact of the teaching strategy or method toward students' certain skills. Here writer determined a teaching strategy that we call *DR-TA strategy* and analyzed whether this strategy give an effect toward students' reading comprehension of narrative text.

In this research, the sample has been taken from the population. The sample consisted of 2 groups namely experimental and control group. Both experimental and control group have been tested twice to measure their ability to comprehend narrative text. Pretest has been administered before treatment and posttest has been executed after treatment or intervention.

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<sup>1</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (3rd ed.; New Jersey: Pearson Education, Inc., 2008), p. 60.

**Table III.1**  
**Research Design Diagram<sup>2</sup>**  
**Nonrandomized Control Group, Pretest-Posttest Design**

Group	Pretest	Independent Variable	Posttest
E	$Y_1$	$X$	$Y_2$
C	$Y_1$	-	$Y_2$

$X$  : Independent variable/experimental variable/treatment

$Y_1$  : Pretest

$Y_2$  : Posttest

E : Experimental Group

C : Control Group

## **B. The Time and Location of the Research**

This research was conducted at SMA Al Huda Pekanbaru. This school is located in Jl. Soebrantas No. 57 Panam-Pekanbaru. The research was conducted on October to November 2011.

## **C. The Object of the Research**

The object of this research was the effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text.

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<sup>2</sup>Donald Ary, *et. al.*, *Introduction to Research in Education*, (8th ed.; California: Wadsworth, 2010), pp. 302-316.

#### **D. The Subject of the Research**

The subject of this research was the first year students of Senior High School Al Huda Pekanbaru.

#### **E. The Population and Sample of the Research**

Sample for the research in this location has already been assigned in group by the school institution. It is match with *nonrandomized control group with pretest-posttest design*. *Nonrandomized control group, pretest-posttest design* is applied for intact group of sample and the population is not randomized to be selected as group of sample for this research<sup>3</sup>. The population of this research was the first year students of SMA Al Huda in academic year of 2011-2012. Total population was 126 students.

In selecting sample size, Creswell suggested us to select sample for experimental research approximately 15 participants for each group, experimental group and control group. He also suggested that it was important to select as large as sample as possible from the population to minimize sampling error. Sampling error is the difference between the sample estimate and the true population scores. Sampling error indicates that the score of sample did not represent the true score of population<sup>4</sup>. Here the writer selected class X<sup>2</sup> and class X3 as the samples of this research. Therefore, the total sample was 66 students. Then, the writer flipped the coin to decide which class will be the experimental or control group as just

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<sup>3</sup>*Ibid.*, p. 316.

<sup>4</sup>John W. Creswell, *op. cit.*, p. 156.



Ary et al. pointed out<sup>5</sup>. Finally, class X<sup>2</sup> was selected as experimental group and class X<sup>3</sup> was selected as control group.

**Table III.2**  
**The Distribution of Population**

No	Class	Total Students
1	X <sup>1</sup>	30
2	X <sup>2</sup>	33
3	X <sup>3</sup>	33
4	X <sup>4</sup>	30
<b>Total Population</b>		<b>126</b>

## **F. The Treatment Procedure**

The experimental group was taught by implementing DR-TA strategy. The complete steps and procedures in implementing this strategy are completely described in the theoretical framework. This strategy involves some activities such as marking stopping point for each paragraph of the text by the teacher, reading the text silently by the students, asking comprehension questions by the teacher to lead students' prediction, making prediction about the story and proving their prediction after passing the stopping point by the students. The narrative texts were adopted from students' textbook: *Look Ahead 1: An English Course for Senior High School Students Year X*, *English Zone for Senior High School Students Year X*, and *English 1 SMA/MA*. The treatment for experimental group has been given for 8 meetings.

The control group was taught by using conventional strategy. The conventional strategy of teaching reading was depicted as the following steps<sup>6</sup>:

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<sup>5</sup>Donald Ary, *et. al.*, *op. cit.*, p. 316.

<sup>6</sup>Deborah L. Norland & Terry Pruet Said, *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, (Westport: Teacher Ideas Press, 2006), pp. 5-6.

- a. Teacher mentions the title of the text.
- b. Teacher shows and explains some pictures related to the text.
- c. Teacher reads the text loudly with correct fluency and pronunciation.
- d. Teacher asks one or more students to read the text loudly while the others students listen to the reader. Then, teacher checks students' reading fluency and pronunciation.
- e. Teacher asks some questions related to the text to the students.
- f. Teacher asks students to make summary about the text they have read.
- g. Teacher check students' answer and summary.

The control group was taught by using conventional strategy above in comprehending narrative text for 8 meetings. The narrative texts used for this research were adopted from similar students' textbook.

### **G. The Technique of Collecting Data**

The data for this research were obtained by using test. The test was administered in order to measure the students' ability to comprehend narrative text. The tests have been given twice for each group after and before giving the treatment. The first was pretest that was administered before giving the intervention. The second was posttest that was executed after giving the treatment. Control group got once posttest. Meanwhile, experimental group got two times posttest. The posttest was administered twice for experimental group with similar posttest instrument. This was applied in order to ensure the true score of experimental group. Then, the writer used the individual average score between

two posttest score of experimental group to be analyzed. The tests were multiple choice questions. This test consisted of 30 items for each pretest and posttest.

#### H. The Technique of Data Presentation

The data of the test from this research was presented into two ways. The first was classified based on absolute grading system formed by 100 score' scale combined with alphabet scores' classification.

The following is the absolute grading standard to interpret students' score<sup>7</sup>:

**Table III.3**  
**The Grading Standard for Interpreting Students Score**

Score (100 Scale)	Score (10 Scale)	Alphabet grade	Status
80-100	8.0-10	A	<i>Very Good</i>
66-79	6.6-7.9	B	<i>Good</i>
56-65	5.6-6.5	C	<i>Adequate</i>
40-55	4.0-5.5	D	<i>Less Adequate</i>
30-39	3.0-3.9	E	<i>Fail</i>

Besides, the writer served the data based on the school's graduation standard for English subject (SKL). The graduation standard is 60. If the students' score is 60, the students are claimed as "*pass*" the subject. Then, if the students' score is < 60, the students are categorized as "*no pass/fail*". Here the writer just used the posttest score of experimental and control group to be classified based on absolute grading system and school's graduation standard (SKL).

Additionally, descriptive statistics of data would also be served to give a simple description or summary toward the data finding or students' scores. Descriptive statistics would summarize students' score in short. It consisted of

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<sup>7</sup>Daryanto, *Evaluasi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2007), p. 201.

mean ( $M$ ), median ( $M_{dn}$ ), mode ( $M_o$ ), standard deviation ( $SD$ ) and variance ( $S^2$ ) of the data which were collected through test.

### **I. The Technique of Data Analysis**

The sources of data interval or score for this research were divided into two. They were from experimental group and control group. Their scores were analyzed and compared by using the parametric statistical analysis formula which is so called simple linear regression.

Simple linear regression was used to know whether there is a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text. The writer used posttest score of experimental and control group. This formula was computed by using SPSS 16. Here the writer used  $p$ -value (Sig.) from ANOVA output to interpret the result and answer the hypotheses. The result would be interpreted as follow:

$H_a$  is accepted if  $p$ -value (Sig.) < Alpha level ( = 0.05) or there is a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text.

$H_o$  is accepted if  $p$ -value (Sig.) > Alpha level ( = 0.05) or there is no significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text.

Besides, the result of simple linear regression analysis which computed by using SPSS 16 would be used to analyze the hypothesis testing, the coefficient of determination and the regression formula.

In addition, before applying simple linear regression analysis, the writer should fill the 3 following assumptions to analyze the parametric statistical analysis<sup>8</sup>:

1. The data must be interval
2. Normality of data
3. The variance of data must be homogenous

#### **J. Validity of Instrument**

The two most important criteria for measuring devices are validity and reliability<sup>9</sup>. According to Fraenkel and Wallen, the term validity as used in research refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument<sup>10</sup>. In order to measure the instruments' validity, the writer used item analysis technique where the writer correlated between item's score and total score of instrument. The writer used the value of *corrected item-total correlation* computed by using SPSS 16. The value of *corrected item-total correlation* shows the correlation between item's score and total score of instrument<sup>11</sup>. Then, the

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<sup>8</sup>Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana Prenada Media Group, 2010), p. 214.

<sup>9</sup>Donald Ary, *et. al.*, *op. cit.*, p. 258.

<sup>10</sup>Jack R. Fraenkel & Norman E. Wallen, *How to Design and Evaluate Reserach in Education*, (6th ed.; Avenue of America, New York: McGraw-Hill Companies, Inc., 2006), p.165.

<sup>11</sup>Joko Sulisty, *6 Hari Jago SPSS 17*, (Yogyakarta: Cakrawala, 2010), p. 44.

values of *corrected item-total correlation* compared to *r* table for 5% significance level by estimating the *df* before.

In order to know the value of degree of freedom (*df*) for Pearson product moment correlation, here the writer used the following formula<sup>12</sup>:

$$df = N - nr$$

Where *df* is degree of freedom, *N* is total sample/items and *nr* is total groups of scores which are correlated. The result of item validity of pretest and posttest instruments would be presented in APPENDIX 15.

## K. Reliability of Instrument

Reliability means that scores from an instrument are stable and consistent<sup>13</sup>. Writer estimated the reliability of instruments through its internal consistency. Regarding the internal consistency of instruments, here the writer used cronbach formula. Then, the standard of instrument's reliability would be as just Fraenkel and Wallen pointed out. For research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher<sup>14</sup>. Ary et al. mentioned some factors which affecting reliability of a test as follows<sup>15</sup>:

### 1. Length of the test

The longer the test, the greater the reliability

### 2. Heterogeneity of group

The more heterogeneous the group, the greater the reliability

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<sup>12</sup>Hartono, *Analisis Item Instrumen*, (Pekanbaru: Zanaf Publishing, 2010), p. 71.

<sup>13</sup>John W. Creswell, *et. al., op. cit.*, p. 169.

<sup>14</sup>Jack R. Fraenkel & Norman E. Wallen, *op. cit.*, p. 161.

<sup>15</sup>Donald Ary, *et. al., op. cit.*, p. 249.

### 3. Ability level of group

A test that is too easy or too difficult for a group results in lower reliability.

### 4. Techniques used to estimate reliability

Test-retest and split half give higher estimates.

### 5. Nature of the variable

Test of variables that are easier to measure yield higher reliability estimates.

### 6. Objectivity of scoring

The more objective scoring, the greater the reliability.

Ary et al. asserted that coefficient alpha or also called cronbach alpha has wider applications than K-R 20 formula. When items are scored dichotomously, it yields the same result as the K-R 20, but it can also be used when items are not scored dichotomously<sup>16</sup>. Coefficient generally provides a good estimate of reliability<sup>17</sup>. The cronbach coefficient was computed by using SPSS 16. The following is the level of internal consistency of cronbach<sup>18</sup>:

**Table III.4**  
**A Commonly Accepted Rule of Thumb**  
**for Describing Internal Consistency by Using Cronbach**

<b>Cronbach's alpha</b>	<b>Internal consistency</b>
.9	<i>Excellent</i>
.9 > .8	<i>Good</i>
.8 > .7	<i>Acceptable</i>
.7 > .6	<i>Questionable</i>
.6 > .5	<i>Poor</i>
.5 >	<i>Unacceptable</i>

<sup>16</sup>Donald Ary, et. al., *op. cit.*, p. 246.

<sup>17</sup>Neil Abell, et. al., *Developing and Validating Rapid Assessment Instruments*, (Madison Avenue, New York: Oxford University Press, Inc., 2009), p. 87.

<sup>18</sup>Wikipedia, Free Encyclopedia. *Cronbach's Alpha*, Retrieved on December 6, 2011 from: [http://en.wikipedia.org/wiki/Cronbach%27s\\_alpha](http://en.wikipedia.org/wiki/Cronbach%27s_alpha). para. 11.

The result of reliability analysis for both instruments would be presented in APPENDIX 15.

#### **L. Item Difficulties of Instrument**

Item facility (difficulty index, facility, facility index, facility value, item difficulty, p-value) is a measure of the ease of a test item. It is a proportion of test takers who answered the item correctly<sup>19</sup>. Besides, Brown argued that item facility (IF) is the extent to which an item is easy or difficult for the proposed group of test takers. IF simply reflects the percentage of students answering the item correctly<sup>20</sup>. Heaton argued that the commonly accepted index of difficulty is in the range of .3 and .7. It is better to check the level of instrument's difficulty for each item of instruments in order to know the expedience of instruments' use. The formula of item difficulty would be as follows<sup>21</sup>:

$$FV = \frac{R}{N}$$

$FV$  = Facility values / Index of difficulty

$R$  = The number of correct answers

$N$  = The number of students taking the test

For further description of item difficulty of pretest and posttest instrument would be presented in APPENDIX 3 and APPENDIX 4.

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<sup>19</sup>Jack C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (3rd ed.;London: Pearson Education, Ltd., 2002), pp. 276-277.

<sup>20</sup>H. Douglas Brown, *op. cit.*, pp. 58-59.

<sup>21</sup>J. B. Heaton, *Writing English Language Test*, (New York: Longman, Inc., 1988), pp. 178-179.



### **M. Normality Test of Data**

The Kolmogorov-Smirnov Z test is typically used to assess univariate normality<sup>22</sup>. In order to ensure that the data is normally distributed, the researcher used the Kolmogorov-Smirnov Z test. The normal distribution of data was computed by using SPSS 16. The SPSS result for Kolmogorov-Smirnov test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$  = The data is in normal distribution

$p\text{-value (Sig.)} < 0.05$  = The data is not in normal distribution

The result of normality test of data which computed by using SPSS 16 was presented in APPENDIX 15.

### **N. Homogeneity Test of Data**

Levene test is a test that determines whether the variance of two groups is significantly different or significantly the same<sup>23</sup>. The Levene test was used to measure the homogeneity of variance of data. Data homogeneity test used to measure whether the data are collected from true population or not. Data homogeneity of variance test was calculated by using SPSS 16. The SPSS result for Levene test was interpreted as follows:

$p\text{-value (Sig.)} > 0.05$  = The data is homogeneous

$p\text{-value (Sig.)} < 0.05$  = The data is not homogeneous

The result of homogeneity test of data or Levene test would be presented in APPENDIX 15.

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<sup>22</sup>Neil Abell, *et. al., op. cit.*, p. 121.

<sup>23</sup>Arthur Griffin, *SPSS for Dummies*, (2nd ed.; Indianapolis, Indiana: Wiley Publishing, Inc., 2010), p. 332.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Data and Instrumentation**

The purpose of this research is to find out whether there is a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text. There were two classes which have taken part in this research. The first class was experimental class. Experimental class was used as the experimental group which was taught by using DR-TA strategy. This group got a new treatment or intervention which in this matter is DR-TA strategy. Experimental group students were taught by using DR-TA strategy to understand narrative text. They got 8 times treatment. Here, the writer took a role as the teacher who implemented this strategy. The narrative texts which were used by the writer to teach them were taken from their English textbook. The last class was control class.

Control class was selected as control group for this research design. They were taught by using conventional strategy in order avoid the influence of new intervention. They also got 8 times classes by the researcher and taught by using similar text. There were 33 students in experimental group and also in control group.

The data collecting technique which used by the writer was test. There were two instruments to measure the students' ability to comprehend narrative text. They were pretest instrument and posttest instrument. These two instruments are similar because they were developed by using similar indicators. These two

instruments were developed by using particular indicators related to reading comprehension skill. The following was the indicators for reading comprehension of narrative text:

- a. The students are able to identify main idea of the text.
- b. The students are able to identify the sequence of events of the text.
- c. The Students are able to identify the characters from the text.
- d. The students are able to identify communicative purpose of the text.
- e. The students are able to identify generic structure of the text.

Regarding to measure reliability of instrument, validity of instrument and item difficulty/item facility (IF) of instrument, the writer conducted an instrument tryout. The tryout was conducted for pretest and posttest instrument. This tryout conducted before the researcher gave pretest and a treatment. This was done to know the expedience of instrument to be used as to measure students' ability to comprehend narrative text.

DR-TA strategy was implemented based on the following procedures:

1. Firstly, teacher previews the text and determines the length of the sections that will be read before each stopping point for discussion.
2. Teacher marks stopping points for the text or divides the text becomes some sections.
3. Ask students to predict the story through its title, author and picture that following the text.
4. Teacher lists and summarizes students' prediction by using DR-TA chart. This is necessary to prove and disprove students' predictions.

5. Let the students to read silently the text.
6. Discuss the prediction after reaching the first stopping point. Let students to prove or disprove their predictions.
7. Continue the cycle until reaching the last stopping point. Keep students to predict and prove or disprove their predictions.

Then, control group students were taught by using conventional strategy with the following steps:

1. Teacher mentions the title of the text.
2. Teacher shows and explains some pictures related to the text.
3. Teacher reads the text loudly with correct fluency and pronunciation.
4. Teacher asks one or more students to read the text loudly while the others students listen to the reader. Then, teacher checks students' reading fluency and pronunciation.
5. Teacher asks some questions related to the text to the students.
6. Teacher asks students to make summary about the text they have read.
7. Teacher check students' answer and summary.

As mentioned earlier in Chapter 3, the data obtained or students' reading comprehension score would be presented based on absolute grading standard and school's graduation standard. This was necessary to measure how many students who can reach the highest level of the absolute grading standard. Furthermore, it is important to interpret the students' score based on schools' graduation standard (SKL).

## **B. The Data Presentation of Students' Reading Comprehension of Narrative Text**

### **1. Students' Reading Comprehension of Narrative Text Taught by Using Directed Reading-Thinking Activity (DR-TA) Strategy**

The table below shows the result of pretest and posttest score of experimental group obtained after administering pretest and posttest. Pretest was administered before giving treatment. Posttest was conducted after giving treatment or using DR-TA strategy in teaching reading comprehension of narrative text. Here the writer used two times measurement by using posttest instrument for experimental group. Then, the writer used students' individual average score from two posttest scores to be analyzed statistically.

**Table IV.1**  
**Pretest and Posttest Score of Experimental Group**

No. Student	Experimental Group			
	Pretest	Posttest Score		
		Posttest 1	Posttest 2	Average
1	50	80	70	75
2	60	60	50	55
3	33.3	76.6	80	78.3
4	50	70	83.3	76.65
5	40	76.6	76.6	76.6
6	30	76.6	73.3	74.95
7	46.6	70	60	65
8	40	83.3	70	76.65
9	40	86.6	80	83.3
10	43.3	60	50	55
11	46.6	76.6	83.3	79.95
12	30	76.6	73.3	74.95
13	30	70	80	75
14	50	60	73.3	66.65
15	36.6	73.3	70	71.65
16	30	63.3	60	61.65
17	33.3	66.6	70	68.3
18	30	43.3	50	46.65
19	46.6	76.6	70	73.3
20	50	73.3	66.6	69.95
21	50	70	60	65
22	53.3	66.6	73.3	69.95
23	56.6	76.6	80	78.3
24	30	73.3	80	76.65
25	36.6	46.6	60	53.3
26	30	70	70	70
27	30	83.3	80	81.65
28	36.6	66.6	50	58.3
29	36.6	63.3	66.6	64.95
30	40	83.3	60	71.65
31	63.3	66.6	40	53.3
32	40	50	40	45
33	30	80	86.6	83.3
<b>Total Score</b>	<b>1349.3</b>	<b>2315.5</b>	<b>2236.2</b>	<b>2275.85</b>

According to the table above, there were 33 students who have taken part the test. Total score of pretest is 1349.3 and total score of average from posttest

score is 2275.85. It is clear that total score of posttest is higher than total score of pretest. It implies that experimental group's ability to comprehend narrative text was improving.

The following table shows the frequency of score obtained by the students. They consist of pretest and posttest (average score). The cumulative percentage is also included in the table below:

**Table IV.2**  
**The Frequency of Pretest and Posttest Score of Experimental Group**

<b>Pretest Score</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Posttest Score</b>	<b>Frequency</b>	<b>Percentage</b>
30	9	27.3	45	1	3.0
33.3	2	6.1	46.65	1	3.0
36.6	4	12.1	53.3	2	6.1
40	5	15.2	55	2	6.1
43.3	1	3.0	58.3	1	3.0
46.6	3	9.1	61.65	1	3.0
50	5	15.2	64.95	1	3.0
53.3	1	3.0	65	2	6.1
56.6	1	3.0	66.65	1	3.0
60	1	3.0	68.3	1	3.0
63.3	1	3.0	69.95	2	6.1
-	-	-	70	1	3.0
-	-	-	71.65	2	6.1
-	-	-	73.3	1	3.0
-	-	-	74.95	2	6.1
-	-	-	75	2	6.1
-	-	-	76.6	1	3.0
-	-	-	76.65	3	9.1
-	-	-	78.3	2	6.1
-	-	-	79.95	1	3.0
-	-	-	81.65	1	3.0
-	-	-	83.3	2	6.1
<b>Total</b>	<b>33</b>	<b>100</b>	<b>Total</b>	<b>33</b>	<b>100</b>

The most frequent score in pretest score is 30. Meanwhile, the most frequent score in posttest score (Average) is 76.65. The highest score in pretest score is 63.3 and the lowest score is 30. Then, the highest score of posttest score (Average) is 83.3 and the lowest score is 45.

The next tables are the simple descriptive statistics/summary of data that computed by using SPSS 16.

**Table IV.3**  
**Descriptive Statistics on Pretest Score of Experimental Group**

<b>Mean (<math>M</math>)</b>	<b>Median (<math>M_{dn}</math>)</b>	<b>Mode (<math>M_o</math>)</b>	<b>Standard Deviation (<math>SD</math>)</b>	<b>Variance (<math>S^2</math>)</b>
40.88	40.00	30	9.75	95.21

According to the table above, mean ( $M$ ) pretest score of experimental group is 40.88. Median ( $M_{dn}$ ) is 40.00. Mode ( $M_o$ ) is 30. Standard deviation ( $SD$ ) is 9.75 and variance ( $S^2$ ) from the score is 95.21.

**Table IV.4**  
**Descriptive Statistics on Posttest Score (Average) of Experimental Group**

<b>Mean (<math>M</math>)</b>	<b>Median (<math>M_{dn}</math>)</b>	<b>Mode (<math>M_o</math>)</b>	<b>Standard Deviation (<math>SD</math>)</b>	<b>Variance (<math>S^2</math>)</b>
68.96	71.65	76.65	10.39	108.02

The table above displays that the mean ( $M$ ) posttest score of experimental group is 68.96. Median ( $M_{dn}$ ) is 71.65. Mode ( $M_o$ ) is 76.65. Standard deviation ( $SD$ ) is 10.39 and variance ( $S^2$ ) from the score is 108.02. According to the value of mean obtained, students' posttest score in experimental group is classified as "B" or "Good".

According to two descriptive statistics tables above, the means both score are different. Mean of experimental group is improving. Mean improves 28.08.

## **2. Students' Reading Comprehension of Narrative Text Taught by Using Conventional Strategy**

The table below serves the control group's score obtained after following pretest and posttest which were administered by the writer. Pretest score was obtained before teaching by using conventional strategy. Posttest was



administered after teaching reading comprehension of narrative text by using similar strategy.

**Table IV.5**  
**Pretest and Posttest Score of Control Group**

No. Student	Control Group	
	Pretest	Posttest
1	40	40
2	30	30
3	33.3	33.3
4	43.3	40
5	40	46.6
6	50	50
7	30	56.6
8	53.3	50
9	60	30
10	63.3	36.6
11	40	30
12	46.6	30
13	30	36.6
14	50	40
15	40	60
16	43.3	30
17	43.3	40
18	43.3	46.6
19	46.6	46.6
20	50	53.3
21	30	50
22	30	46.6
23	33.3	66.6
24	33.3	40
25	40	43.3
26	46.6	60
27	46.6	66.6
28	50	50
29	30	46.6
30	33.3	70
31	40	40
32	40	30
33	40	46.6
<b>Total Score</b>	<b>1369.4</b>	<b>1482.5</b>

According to the table above there were 33 students who have followed the pretest and posttest. The total score of pretest is 1369.4 and the total score of posttest is 1482.5. The total score of pretest is a bit higher than total score of posttest.

The following table shows the frequency of pretest and posttest score of control group which obtained.

**Table IV.6**  
**The Frequency of Pretest and Posttest Score of Control Group**

Pretest Score	Frequency	Percentage	Posttest Score	Frequency	Percentage
30	6	18.2	30	6	18.2
33.3	4	12.1	33.3	1	3.0
40	8	24.2	36.6	2	6.1
43.3	4	12.1	40	6	18.2
46.6	4	12.1	43.3	1	3.0
50	4	12.1	46.6	6	18.2
53.3	1	3.0	50	4	12.1
60	1	3.0	53.3	1	3.0
63.3	1	3.0	56.6	1	3.0
-	-	-	60	2	6.1
-	-	-	66.6	2	6.1
-	-	-	70	1	3.0
<b>Total</b>	<b>33</b>	<b>100</b>	<b>Total</b>	<b>33</b>	<b>100</b>

**Table IV.7**  
**Descriptive Statistics on Pretest Score of Control Group**

Mean ( $M$ )	Median ( $M_{dn}$ )	Mode ( $M_o$ )	Standard Deviation ( $SD$ )	Variance ( $S^2$ )
41.49	40.00	40.00	8.73	76.35

The table above indicates that mean ( $M$ ) pretest score of experimental group is 41.49. Median ( $M_{dn}$ ) is 40.00. Mode ( $M_o$ ) is 40.00. Standard deviation ( $SD$ ) is 8.73 and variance ( $S^2$ ) from the score is 76.35.

**Table IV.8**  
**Descriptive Statistics on Posttest Score of Control Group**

<b>Mean (<math>M</math>)</b>	<b>Median (<math>M_{dn}</math>)</b>	<b>Mode (<math>M_o</math>)</b>	<b>Standard Deviation (<math>SD</math>)</b>	<b>Variance (<math>S^2</math>)</b>
44.92	46.60	30.0,40.0	11.32	128.36

According to the table above, mean ( $M$ ) pretest score of experimental group is 44.92. Median ( $M_{dn}$ ) is 46.60. Modes ( $M_o$ ) are 30.0 and 40.0. Standard deviation ( $SD$ ) is 11.32 and variance ( $S^2$ ) from the score is 128.36. Based on mean obtained, students' posttest score in control group is classified as "D" or "Less Adequate". For complete descriptive statistics of data is presented in APPENDIX 15. This descriptive statistics was calculated by using SPSS 16.

### 3. The Data Presentation of the Difference between Students' Pretest and Posttest Score of Experimental and Control Group.

The following table displays the difference between pretest and posttest score of experimental and control group.

**Table IV.9**  
**The Difference between Students' Pretest and Posttest Score**  
**of Experimental and Control Group**

Experimental Group				Control Group			
No. Student	Pretest	Posttest	Gain	No. Student	Pretest	Posttest	Gain
1	50	75	25	1	40	40	0
2	60	55	-5	2	30	30	0
3	33.3	78.3	45	3	33.3	33.3	0
4	50	76.65	26.65	4	43.3	40	-3.3
5	40	76.6	36.6	5	40	46.6	6.6
6	30	74.95	44.95	6	50	50	0
7	46.6	65	18.4	7	30	56.6	26.6
8	40	76.65	36.65	8	53.3	50	-3.3
9	40	83.3	43.3	9	60	30	-30
10	43.3	55	11.7	10	63.3	36.6	-26.7
11	46.6	79.95	33.35	11	40	30	-10
12	30	74.95	44.95	12	46.6	30	-16.6
13	30	75	45	13	30	36.6	6.6
14	50	66.65	16.65	14	50	40	-10
15	36.6	71.65	35.05	15	40	60	20
16	30	61.65	31.65	16	43.3	30	-13.3
17	33.3	68.3	35	17	43.3	40	-3.3
18	30	46.65	16.65	18	43.3	46.6	-3.3
19	46.6	73.3	26.7	19	46.6	46.6	0
20	50	69.95	19.95	20	50	53.3	3.3
21	50	65	15	21	30	50	20
22	53.3	69.95	16.65	22	30	46.6	16.6
23	56.6	78.3	21.7	23	33.3	66.6	33.3
24	30	76.65	46.65	24	33.3	40	6.7
25	36.6	53.3	16.7	25	40	43.3	3.3
26	30	70	40	26	46.6	60	13.4
27	30	81.65	51.65	27	46.6	66.6	20
28	36.6	58.3	21.7	28	50	50	0
29	36.6	64.95	28.35	29	30	46.6	16.6
30	40	71.65	1.65	30	33.3	70	36.7
31	63.3	53.3	-10	31	40	40	0
32	40	45	5	32	40	30	-10
33	30	83.3	53.3	33	40	46.6	6.6

All the percentage computation will be analyzed by using the following formula<sup>1</sup>:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Total Particular students

N = Total students

The percentage of the experimental group students which their scores were improved as follows:

$$P = \frac{31}{33} \times 100 = 93.93\%$$

The percentage of the experimental group students which their scores were not improved or constant based on the following computation:

$$P = \frac{0}{33} \times 100 = 0\%$$

The percentage of the experimental group students which their scores were decreased:

$$P = \frac{2}{33} \times 100 = 6.06\%$$

Then, the percentage of control group students which their scores were improved:

$$P = \frac{15}{33} \times 100 = 45.45\%$$

The percentage of the control group students which their scores were decreased:

$$P = \frac{11}{33} \times 100 = 33.3\%$$

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<sup>1</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Rajagrafindo Persada, 2007), p. 43.

And the percentage of control group students which their scores were not improved or decreased:

$$P = \frac{7}{33} \times 100 = 21.21\%$$

According to percentage computation above, majority of the students in experimental group got their score increased. The percentage is 93.93%. This percentage is close to 100%. This shows that teaching by using DR-TA strategy seems effective. Meanwhile, the students whose their scores were improved in control group were about 45.45%. In conclusion, the students' score improvement was higher in experimental group.

#### 4. Students' Posttest Score Classified Based on Absolute Grading Standard.

The following is posttest score of experimental group after being taught by using DR-TA strategy.

**Table IV.10**  
**Posttest Score of Experimental Group**  
**Classified Based on Absolute Grading Standard**

Posttest Score	Frequency	Percentage	Alphabet Grade Level	Status
83.3	2	6.1	A	Very Good
81.65	1	3.0	A	Very Good
79.95	1	3.0	B	Good
78.3	2	6.1	B	Good
76.65	3	9.1	B	Good
76.6	1	3.0	B	Good
75	2	6.1	B	Good
74.95	2	6.1	B	Good
73.3	1	3.0	B	Good
71.65	2	6.1	B	Good
70	1	3.0	B	Good
69.95	2	6.1	B	Good
68.3	1	3.0	B	Good
66.65	1	3.0	B	Good
65	2	6.1	C	Adequate
64.95	1	3.0	C	Adequate
61.65	1	3.0	C	Adequate
58.3	1	3.0	C	Adequate
55	2	6.1	D	Less Adequate
53.3	2	6.1	D	Less Adequate
46.65	1	3.0	D	Less Adequate
45	1	3.0	D	Less Adequate
<b>Total</b>	<b>33</b>	<b>100</b>	<b>-</b>	<b>-</b>

The percentage of the students in experimental group's score which reached "A" and "*Very Good*" level is based on the following:

$$P = \frac{3}{33} \times 100 = 9.09\%$$

The percentage of the students in experimental group's score which reached "B" and "*Good*" level is based on the following:

$$P = \frac{19}{33} \times 100 = 57.57\%$$

The percentage of the students in experimental group's score which reached "C" and "Adequate" level is based on the following computation:

$$P = \frac{5}{33} \times 100 = 15.15\%$$

Next, the percentage of the students in experimental group's score which reached "D" or "Less Adequate" level is:

$$P = \frac{6}{33} \times 100 = 18.18\%$$

The percentage of the students in experimental group's score which reached "E" or "Fail" level is:

$$P = \frac{0}{33} \times 100 = 0\%$$

Based on the percentage result of the students' experimental group score after being taught by using DR-TA strategy, the majority of students reached grade "B" or "Good" with percentage is 57.57%. None of students got "E" or "Fail" based on the percentage calculation above. The next table is posttest scores of control group after being taught by using conventional strategy.



**Table IV.11**  
**Posttest Score of Control Group**  
**Classified Based on Absolute Grading Standard**

Posttest Score	Frequency	Percentage	Alphabet Grade Level	Status
70	1	3.0	B	Good
66.6	2	6.1	B	Good
60	2	6.1	C	Adequate
56.6	1	3.0	C	Adequate
53.3	1	3.0	D	Less Adequate
50	4	12.1	D	Less Adequate
46.6	6	18.2	D	Less Adequate
43.3	1	3.0	D	Less Adequate
40	6	18.2	D	Less Adequate
36.6	2	6.1	E	Fail
33.3	1	3.0	E	Fail
30	6	18.2	E	Fail
<b>Total</b>	<b>33</b>	<b>100</b>	<b>-</b>	<b>-</b>

The percentage of the students in control group's score which reached "A" and "*Very Good*" level is based on the following calculation:

$$P = \frac{0}{33} \times 100 = 0\%$$

The percentage of the students in control group's score which reached "B" and "*Good*" level is based on the following computation:

$$P = \frac{3}{33} \times 100 = 9.09\%$$

The percentage of the students in control group's score which reached "C" and "*Adequate*" level is based on the following computation:

$$P = \frac{3}{33} \times 100 = 9.09\%$$

The percentage of the students in control group's score which reached "D" and "*Less Adequate*" level is based on the following analysis:

$$P = \frac{18}{33} \times 100 = 54.54\%$$

The percentage of the students in control group's score which reached "*E*" and "*Fail*" level is based on the following computation:

$$P = \frac{9}{33} \times 100 = 27.27\%$$

None of the students got grade "*A*" or "*Very Good*" in control group. Most of students reached grade "*D*" or "*Less Adequate*" with cumulative percentage is 54.54%. Based on the percentage of calculation, experimental group students reached better grade from their test.

### 5. Students' Posttest Score Classified Based on School's Graduation Standard (SKL)

The following is experimental group's posttest score after being taught by using DR-TA strategy. Regarding to the school's graduation standard (SKL), here the posttest scores of experimental group are classified below:

**Table IV.12**  
**The Posttest Score of Experimental Group**  
**Classified Based on School's Graduation Standard (SKL)**

Posttest Score	Frequency	Percentage	Status
83.3	2	6.1	Pass
81.65	1	3.0	Pass
79.95	1	3.0	Pass
78.3	2	6.1	Pass
76.65	3	9.1	Pass
76.6	1	3.0	Pass
75	2	6.1	Pass
74.95	2	6.1	Pass
73.3	1	3.0	Pass
71.65	2	6.1	Pass
70	1	3.0	Pass
69.95	2	6.1	Pass
68.3	1	3.0	Pass
66.5	1	3.0	Pass
65	2	6.1	Pass
64.95	1	3.0	Pass
61.65	1	3.0	Pass
58.3	1	3.0	No Pass/Fail
55	2	6.1	No Pass/Fail
53.3	2	6.1	No Pass/Fail
46.65	1	3.0	No Pass/Fail
45	1	3.0	No Pass/Fail
<b>Total</b>	<b>33</b>	<b>100</b>	<b>-</b>

The percentage of the students in experimental group's score which passed school's graduation standard (SKL) is as follows:

$$P = \frac{26}{33} \times 100 = 78.79\%$$

The percentage of the students in experimental group's score which did not pass school's graduation standard (SKL) is as follows:

$$P = \frac{7}{33} \times 100 = 21.21\%$$

From the percentage of calculation above, the posttest score of experimental group shows that most of the students passed the school's graduation standard (SKL) with the cumulative percentage is 78.79%. There were 7 students who did not pass the school's graduation standard with cumulative percentage is 21.21%.

The following is the control group's posttest score after being taught by using conventional strategy. Considering the school's graduation standard (SKL), here below the posttest scores of control group are classified below:

**Table IV.13**  
**The Posttest Score of Control Group**  
**Classified Based on School's Graduation Standard (SKL)**

Posttest Score	Frequency	Percentage	Status
70	1	3.0	Pass
66.6	2	6.1	Pass
60	2	6.1	Pass
56.6	1	3.0	No Pass/Fail
53.3	1	3.0	No Pass/Fail
50	4	12.1	No Pass/Fail
46.6	6	18.2	No Pass/Fail
43.3	1	3.0	No Pass/Fail
40	6	18.2	No Pass/Fail
36.6	2	6.1	No Pass/Fail
33.3	1	3.0	No Pass/Fail
30	6	18.2	No Pass/Fail
<b>Total</b>	<b>33</b>	<b>100</b>	<b>-</b>

The percentage of students in control group's score which passed school's graduation standard (SKL) is as follows:

$$P = \frac{5}{33} \times 100 = 15.15\%$$

The percentage of the students in control group's score which did not pass school's graduation standard (SKL) is based on below:

$$P = \frac{28}{33} \times 100 = 84.84\%$$

The percentage above shows that almost majority of control group did not pass the school's graduation standard after being taught by using conventional strategy. The percentage is 84.84%. This result is higher than the students who passed the school's graduation standard with percentage of 15.15%.

The two percentage calculation above shows that the posttest score of experimental group and control group is different. Most of experimental group students passed the school's graduation standard. On the contrary, most of students in control group did not pass the school's graduation standard (SKL). This proves that teaching by using DR-TA strategy is better than teaching by using conventional strategy. In this case experimental group got treatment by using DR-TA strategy and control group got treatment by using conventional strategy.

### **C. The Data Analysis**

This section will present the result of simple linear regression analysis computed by using SPSS 16. The result was used to analyze the hypothesis testing, the coefficient of determination and the regression formula.

## 1. The Hypothesis Testing

The following is the result of simple linear regression analysis computed by using SPSS 16. In order to test the research hypothesis, here the writer used *p*-value (Sig.) from the ANOVA test.

**Table IV.14**  
**The Result of ANOVA Output Computed by Using SPSS 16**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1810.867	1	1810.867	15.944	.000 <sup>a</sup>
	Residual	3520.908	31	113.578		
	Total	5331.775	32			

a. Predictors: (Constant), Post\_Exp

b. Dependent Variable: Post\_Cont

Table above reveals that *p*-value (Sig.) is 0.000. The value of alpha level ( ) is 0.05. *p*-value (Sig.) is lower than alpha level ( ) ( $0.000 < 0.05$ ). According to statistical finding above, the null hypothesis ( $H_0$ ) is rejected. Meanwhile, hypothesis alternative ( $H_a$ ) is accepted. It means that there is significant effect of using DR-TA strategy toward students' reading comprehension of narrative text at the first year of Senior High School Al Huda Pekanbaru.

**Table IV.15**  
**Coefficient Correlation of Posttest Score of Experimental and Control Group**

Correlations			
		Post_Cont	Post_Exp
Pearson Correlation	Post_Cont	1.000	.583
	Post_Exp	.583	1.000
Sig. (1-tailed)	Post_Cont	.	.000
	Post_Exp	.000	.
N	Post_Cont	33	33
	Post_Exp	33	33

According to table above, the correlation between posttest score of experimental and control group is 0.583. This correlation is classified as “Moderate” or “Enough”<sup>2</sup>.

**Table IV.16**  
**Regression Method**

Variables Entered/Removed <sup>b</sup>			
Model	Variables Entered	Variables Removed	Method
1	Post_Exp <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Post\_Cont

Table above reveals the regression method which used by the writer. Here the writer used Enter Method.

## 2. The Coefficient of Determination

The following table was used to determine the coefficient of determination.

**Table IV.17**  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.583 <sup>a</sup>	.340	.318	10.65728	1.325

a. Predictors: (Constant), Post\_Exp

b. Dependent Variable: Post\_Cont

Table above displays the amount percentage from the effect of independent variable toward dependent variable. The value R Square determines the coefficient of determination. The value coefficient of determination is 0.340. It indicates that the effect of independent variable toward dependent variable is

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<sup>2</sup>Hartono, *Statistik untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2008), p. 87.

34%. It means that DR-TA strategy give an effect to the students' reading comprehension of narrative text improvement for amount 34%. Meanwhile, 66% (100%-34%) of students' reading comprehension of narrative text improvement was affected by the outside factors.

### 3. The Regression Formula

The following table will be used to generate the regression formula. This coefficients table was appeared when calculating simple linear regression by using SPSS 16.

**Table IV.18**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	10.272	12.638		.813	.423	-15.503	36.047
Post_Exp	.724	.181	.583	3.993	.000	.354	1.093

a. Dependent Variable: Post\_Cont

Based on table above, the regression formula can be stated according to the following:

$$\hat{Y} = a + bX$$

$$= 10.272 + 0.724X$$

This experiment shows that the mean of both groups are different. The mean posttest score of experimental group is 68.95 and mean posttest score of control group is 44.92. The mean posttest score of experimental group is higher than mean posttest score of control group. The mean difference is 24.03. It can be stated that using DR-TA strategy had a positive effect in increasing students' reading comprehension of narrative text.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The finding of this research forms some conclusions which appear into the following:

1. Students' reading comprehension of narrative text which taught by using DR-TA strategy is better than students' reading comprehension of narrative text which taught without using DR-TA strategy. Experimental group's scores were classified as "B" or "Good". Whereas, Control group's scores were classified as "D" or "Less Adequate". Therefore, experimental group got the best score in reading comprehension of narrative text.
2. There is a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students' reading comprehension of narrative text at the first year of Senior High School Al Huda Pekanbaru.

#### **B. Suggestion**

Considering the result of this research and writer's experiences while conducting this research, hence, the writer proposes some suggestions to 2 components in the context of learning process as follows:

### 1. Suggestions for the teacher

- a. It is excessively suggested and recommended to implement DR-TA strategy to mediate students to comprehend narrative text based on the proof of this research finding.
- b. The teacher should actively try to lead students to predict the upcoming information before reading narrative text. DR-TA strategy implemented by teacher facilitates the students to predict what probably the upcoming information will be. Prediction is considered as one of the effective reading comprehension strategies which applied by the reader. In the case of DR-TA strategy, students' prediction is guided and lead by the teacher.
- c. The tight interaction between teacher and students in learning situation will yield a positive effect in reaching learning objectives and goals. Teacher, somehow, should create this situation well. Teacher had better to find a teaching strategy that creates the tight interaction between teacher and learner.

### 2. Suggestions for the students

- a. DR-TA strategy needs more participation from the students if the teacher implements this strategy. Students should actively propose their predictions and prove when teacher uses this strategy.
- b. Students are also a reader who has a purpose of comprehension toward their reading activity in their classroom lesson. The ability to predict the probable upcoming information shows readers' ability to

activate their background knowledge. Activating background knowledge before reading throughout text will facilitate the students as the reader to comprehend and understand well.

- c. Keep question in mind while the reader reads the text. Questioning toward the text will crack our curiosity toward ambiguous from the text after completing reading the whole text. Students as the reader should apply this strategy to get complete meaning from the text.
- d. Substantively, questioning and predicting the information from the text are the reading comprehension strategies that can be implemented by individual reader or learner by him/herself. The students would be better to keep using two reading comprehension strategies mentioned.

Finally, the writer considers that this research needs some more deep and comprehensive study from the other researchers in similar object and topic. There are still inadequacies from this research. More validations are required to support and strengthen this research.

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